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AUTHOR Shively, Harold E.
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ABSTRACT

The purpose of this report is to recommend an educational institutional model that might effectively provide a means of coordination, accommodation, and implementation of programs to meet post-secondary needs in Israel on a regional basis. Israel already has 2-year post-secondary institutions, but the colleges and universities do not accept their students with advanced standing. Urgently needed are adult, continuing, and compensatory education programs. From his evaluation, the author concludes that: (1) emphasis in curriculum should be in technical fields, which are vital to the nation's interests; (2) a need exists for the education of more qualified teachers; (3) of critical importance are accreditation and the need to provide advanced standing to academically qualified students when they are transferring to 4-year colleges and universities; and (4) these problems should be corrected as soon as possible. The author presents a basic organizational model for development of a community college system, as well as alternatives to that system. (CA)

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A COMMUNITY COLLEGE SYSTEM FOR ISRAEL

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Report by :
Harold E. Shively, President
North Shore Community College, Beverly, Massachussets.
November 1970

43 Jabotinsky street, Jerusalem P.O.B. 4070 Phone 67131 ,.טל 1 ת״ד 4070 רח׳ ז׳בוטינסקי 43, ירושלים.

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"Man is notorious for his inability or his disinclination to listen without prejudice to new ideas, or new approaches to old ones. He prefers to cling to the familiar notions and traditions which have accompanied him from his childhood and among which he feels at home and secure. For a more advanced attitude on his part, obedience to the commandment to listen, to hear, is therefore imperative".[1]

It would seem logical that those charged with the responsibility for education, regardless of country, should be the leaders in objective listening. It would also seem logical that those whose mandate is to give leadership to education would use the lessons of history in preparing for the future. While all of this seems logical and realizing that it is always dangerous to generalize, one sees very little evidence that such logic is used by educators regardless of the country to which they are giving leadership. There often appears to be a great preponderance of effort to re-invent the wheel.

A student viewing the academic process from his somewhat limited vantage point has many suggestions for change. However, by the time he has completed the total process he then tends to become protective of the system, thus perpetuating the system without objectively looking at the broad goals.

This writer has experienced such problems and frustrations in almost every system he has visited and of course in his own country. It is hoped then, that the reader will keep an open mind during the time it takes to read the following comments. The reader must also keep in mind that the writer is not an expert on education in Israel but that some observations are objective and that patterns of education developing in Israel have reached advanced stages in at least one country, the U. S. A.

The purpose of my visit to Israel is to recommend an educational institutional model that might effectively provide a means of coordination, accomodation and implementation of programs to meet post-secondary needs on a regional basis. Such an institute could be called a Community College.

During my stay in Israel I had an opportunity to spend several days in the Upper Galilee Valley where plans are under way to develop a Community College using the facilities at Tel Hai as a base of operation.

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1. The Van Leer Foundation: The Point of Departure, Achva Press, Jerusalem, 1969, pp. 12

I also visited universities, secondary schools, vocational schools and Adult Education Centers. I talked with many educational leaders throughout the nation who willingly shared their time and experiences.

Throughout my stay I was attempting to sort out educational priorities for the nation, the region and the individual.

As I looked at the long range educational problems, both at the National and Regional level, the following questions and thoughts kept reappearing :

1. As the country continues to grow and as large numbers of immigrants continue to arrive, what provisions can be made to assimilate individuals from different cultures into a national pattern. At the present time the army is the major vehicle through which this assimilation is taking place, particularly among the young. Hopefully peace will come soon. When this day arrives and the need for military manpower decreases, who or what institution will assume the monumental task of developing a program of accomodation for all ethnic groups?

2. As "development" towns grow and as regions expand, will educational planning precede such growth? Who is going to participate in planning at the regional level? Perhaps even more to the point is the concern for who will assume the leadership for regional planning. Regardless of who assumes this function, and someone must, there presently is little evidence to indicate that a dialogue now exists between the industrial-business community and the educational community at the regional level.

3. Within the educational community, one senses a spirit of competition rather than a spirit of cooperation. Proliferation and duplication of facilities by different governmental and private agencies will siphon the tax dollar from programs that are truly needed and whose purposes are in the national interest. At some time in the very near future, those individuals and officials charged with responsibility for any aspect of education at the national level, should cooperatively develop some guidelines and criteria for a national educational pattern.

While it is commendable that enterprising individuals can raise money for a building to house a new educational program, there is not always assurance that such a program is needed or is in the best interest of the country. History tell us that the funds needed for the operation of such facilities must often be provided by the tax payer regardless of the intent of the initiator.

A nation the size of Israel cannot afford duplication and proliferation of human and economic educational resources.

4. Changes are taking place within each kibbutz and in many moshavim. As the younger generations assumes the leadership of these movements and as new families are added, will not some educational program be needed, not only to provide technical knowledge, but one that emphasizes the sense of purpose of the movement and one dealing with social, cultural and human relationships? These movements are important to the nation. The continued viability of these organisations will to a great degree depend upon easy access to a variety of cultural and educational experiences.

In my travels throughout the country I was impressed by the variety of programs available, funded in part by the Ministry of Education, the Ministry of Labor, the Federation of Kibbutzim, the Histadrut, the Jewish Agency, the Regional Councils and many many other organisations as well as other enterprises too numerous to list at this time.

While all of these efforts and programs are needed, I must in all conscience report my concerns :

1. There appears to be little if any exchange of information regarding education offerings between sponsoring agencies. Mrs. Shlomit Cotic, Secretary of the Adult Education Association of Israel believes that the foremost task of that organization is to find out what activities in adult education are currently taking place within the country. At the present time there is no one place where this information can be acquired. I am in complete agreement with Mrs. Cotic as I believe this to be the first step in preventing duplication of needless effort and expenditures. There is a need for cooperative planning which will lead to less competition for the same educational market. This in turn should permit more effective use of economic resources and serve a large population.

2. I suggest that there is need for regional educational planning to encompass both secondary and higher educational programs and to assume better utilization of human and economic resources. The following example of what is happening in one region will serve to illustrate my point .

In this particular region, the Moshavim and Moshavot presently provide small elementary schools at each settlement. Some of the Moshavim send their children to a regional Junior high school and a comprehensive senior high school operated by a kibbutz, while others are developing a parallel insitution in cooperation with the Moshavot. The town located in this region has a full educational system and provides a comprehensive high school program for eligible students.

The Ministry of Labour funds a vocational school for students who have not entered high school and who work five days and go to school one day a week. The Youth Centre, funded by the Jewish Agency, also provides somewhat similar programs for students from culturally deprived backgrounds or who lack academic ability and qualifications to continue in normal programs. The public high school has outstanding shops for their vocational programs. The machine shop is used 16 hours a week. Next door to the high school is the vocational school with a machine shop that is used 30 hours a week. The Youth Centre in town is also providing a machine shop program without the benefit of proper equipment. The addition of two or three classrooms at the High School would have eliminated the need for a separate vocational school. Bus transportation from the Youth Centre to the High School would eliminate the need for duplication of expensive equipment. While the purpose of each program differs, they all use similar equipment. This same equipment with some addition might also be used for a two-year post high-school technical program offered by the Community College.

A Community College - what is it ?

While many people in Israel are familiar with the term Community College, few understand its true meaning. The term Community has implications as it is used to denote a geographic region or a political sub-division. A Community College is not a Junior model of a college or university. The purpose of this type of educational institution differs markedly from that of Bachelor and Masters degree granting institutions. To develop a model patterned after the Senior institutions would to a large extent prevent the Community College from meeting the total needs of the community it is designed to serve.

A Community College is a teaching institution. It is comprehensive in terms of the variety of educational tasks performed. The organized degree programs offered by a Community College should always be less than that of a Bachelors. Once established, any attempt to change the focus or purpose of this type of educational institution to that of a Bachelor degree granting institution would prevent the Community College from fulfilling its stated purpose.

The community College generally offers programs which when organized into formal curricula require two years to complete.

The purpose of this comprehensive educational institution designed to fulfill the post-secondary needs of a region is :

1. To provide academic programs which to some degree parallel the first one to two years of a university.
2. To provide programs of continuing education for adults.
3. To provide occupational-technical programs that meet regional needs.
4. To provide non-credit programs related to retraining and upgrading of technical skills, for intellectual stimulation and for pleasure.
5. To provide programs and coordination of programs for minority groups, for individuals from various ethnic backgrounds, for individuals lacking basic education, etc.
6. To provide assistance to the toal community(region) in working with various agencies to solve community and educational problems.
7. To provide a cultural centre for the community(region), particularly in the rural area.

The Need for a Community College System in Israel

The development of a system of Community Colleges became a top priority in the United States in the early 1950's. While there are many reasons for the phenomenal growth of this type of institution in the United States, the three most important factors were :

1. The increase in population plus an increase in the number of high school graduates wanting to go on to higher education created an overwhelming problem for universities and colleges. They could not expand rapidly enough, nor were they flexible enough to fulfill all of the educational needs of this generation. This is not to imply that they should, for to do so would most certainly result in a negative effect on the educational quality of their programs and siphon funds from their research projects.

2. The rapid development of "Space Age" technology created an unusual demand for technicians. This, along with a continued increase in the standard of living created a need for the technicians in service fields including those of human services such as welfare, medicine etc.

3. The development of the Community College was less expensive both for the tax payer and the student. The student normally lives at home thus saving the cost of room and board. Since the Community College is a teaching institution, the facilities and equipment required are not as extensive as those of an institution doing both teaching and research.

Within the past five to seven years the Community College' concept has growth throughout the world. While this approach to fulfilling the needs of higher education is popular in developing nations, the system is being implemented in some highly developed countries.

Of course this is not to imply that what is good for other countries is necessarily good for Israel. Certainly this concept, if it is to provide vertical educational movement for some students, will be harder to implement in a country that follows the European system of education than one that does not. Nevertheless there are similarities of educational problems which lead me to believe such a system would be valuable to Israel.

First of all, institutions offering post-secondary education are now operating in Israel. The Federation of Kibbutzim have several centres such as the one at Tel Hai offering a wide range of programs, mostly on a part time basis. Private entrepeneurs are establishing two year technical institutions. Some private High Schools such as the Hadassah Seligsberg Vocational High School in Jerusalem, have developed quality post secondary programs. Technion University offers two year educational programs for technicians and Senior Technicians. Unfortunately, qualified students from these programs are not accepted in Colleges and universities in Israel with advanced standing. Dr. Mordechai M. Levy, assistant to the President for Academic Liaison, Technion Institute of Technology, indicated that some of the graduates from the Senior Technicians program are accepted with advanced standing at Northeastern University in Boston, Mass. These students generally finish their Bachelor's degree in engineering after two years of study at Northeastern University. Unfortunately a percentage of these students do not return to Israel. It is difficult to understand the perpetuation of an educational system that results in the loss of critically needed technical manpower.

The fact that all of these programs now exist and that students are enrolling in these programs knowing full well they will not receive academic credit indicates there is a need to be met. Overall planning at least on a regional basis, and most hopefully on a national scope will result in a better distribution of educational facilities and manpower, more effective utilization of economic resources and more effective educational services to the citizens of Israel.

Secondly there are several urgent educational needs that can best be met by a regional-community college. The first, and in my judgement the most important, is educational programs for adults. I would define the adult as an individual whose economic responsibilities preclude his attending a full academic year program. This adult needs an opportunity to choose from a variety of programs with emphasis on the organized curriculum leading to definite goals. Adults whose educational life pattern has been interrupted or whose motivation for education appears in the post high school period of his life should not be denied the opportunity to complete an organized degree program in liberal or technical education even if this degree is less than a bachelor's degree, with the option for qualified students to continue at a Senior College or University with advanced stading.

At the present time it is difficult to see any possibility of the Colleges and Universities of Israel filling this educational gap (the adult population) now or in the future. Philosophically one would have to question whether or not this is a purpose of a university. Certainly, the Colleges and Universities must educate teachers and administrators for this purpose. To attempt however, to meet all of the adult needs of the nation would in my judgement take much needed manpower and resources away from the central and major purpose for which these institutions exist and a function they are now performing with academic excellence.

Also to be considered as far as adults are concerned, is the need for intellectual re-education. In a sense the army has already adopted this concept through the early retirement policies for its officers. As the nation continues to grow and as the speed of societal changes continue to increase, the complexity of the society increases proportionately. It is of national importance that as the individual reaches the age of forty, an educational opportunity be made avai labe to that individual to assist in the understanding of such complexities and changes.

Of major concern to members of the Educational Council, Federation of Kibbutzim, is the need for degree programs in technical and liberal education at the regional level and leading to an associate degree for young people. These educational leaders also have great concern that qualified students, upon completion of these two years of higher education, be provided some advanced standing in a Senior Institution. The need for the comprehensive two year institution for the kibbutz, the moshavot, the moshavim and the new development towns is self-evident. Because of their location, often in somewhat isolated regions, the citizens lack opportunities for continued education and cultural stimulation.

Hopefully, the economy of the nation will someday provide free education through the twelfth grade. As previously mentioned, the Colleges and Universities will then feel even greater pressures for institutional acceptance on the part of prospective students than is the case now. As the nation moves toward this goal, the need for a network of community colleges in the cities will be as critical as is the current need for the outlying regions.

Israel is a growing nation and has already advanced far into the technological age. This requires a large number of qualified technicians for agriculture, industry, health fields, business and general services. These needs vary from region to region. A comprehensive two year educational institution can effectively and economically meet these needs. In addition to meeting the technical needs, the educational program provides for the inclusion of liberal-general courses in the technical curriculum. The mixing of students from straight liberal education programs with the students from the technical programs through the development of a core of liberal courses is most beneficial to all students. While much more could be written concerning the need for technicians of all levels, the majority of the individuals with whom I talked were well aware of this need and indicated that this need was widespread.

In addition to this need I will point out that it is conceivable that a nation such as Israel, with its rapid advance into the technological age, will find it necessary to retrain individuals within certain segments of the population three to four times within the lifetime of that individual.

Another pressing need, particularly in regions away from the city, is the need for educational planning for the region. Such planning should include anticipated industrial growth, the growth need for business and administrative personnel at the technical level, anticipated needs for retraining and upgrading the technical skills of many individuals and the planning for effective utilization of existing and new facilities.

Such planning must consider the needs of a changing society. The tempo of change is so rapid that the need for on-going re-education for as many citizens as humanly and economically possible is fast becoming a necessity.

Attention must also focus on the need for continued improvement of the practicing professional. As new trends and techniques develop and as new information becomes available, education must provide programs to assist the professional in assimilating and applying the new techniques and new information. Such programs must be made available on a regional basis. While this effort will require cooperation between all branches of education, such programs can be housed at the regional institution of higher education.

I further suggest that this comprehensive regional institution assume the responsibility of coordinating and, in many cases, implementing organized programs that lead to licensing by an external organization or body. By licensing, I refer to those programs an individual is required to complete prior to receiving a license or certificate by a governmental agency or by an agency whose power to license has been delegated to that agency by the government. By way of examples, I am talkingabout agricultural equipment technicians, garage technicians, food technicians, recognized bookkeeping functions at the less than professional level etc. As the country grows, so will the need for a variety of technicians in the fields of public health, sanitation, welfare and hospital and clinical services, just to mention a few. I suggest this both for philosophical and economic reasons. The housing of such programs for the high school graduate, regardless of whether or not credit is given, on a college campus lends a degree of motivation and respectability to the programs in the minds of the student. Also, as previously indicated, much of the same equipment may be used for various levels of training.

Finally there is the problem of motivation and remedial education for certain segments within the population. Straight remediation programs are not always very effective. Attacking the problem of building a course by course program, or better yet, an integrated curriculum to meet the needs of many uneducated individuals can best be accomplished at the Community level. A problem oriented curriculum with inductive teaching will be far more effective than straight remedial courses, particularly for the older student.

Perhaps I can best convey this concept by a brief explanation of a program called "Motivation to Education" developed at North Shore Community College.

From our own experience, and from an assessment of the literature on remedial education, several of us at the College came to the conclusion that straight remedial programs were quite ineffective and very expensive. Our research at the local level indicated that students from minority groups and from low income families had either spent six to seven years in a remedial program or had been assigned a curriculum track based more on color and economic and home environment than on interest and ability. We saw no way of motivating these students even in new surroundings by asking them to repeat an educational experience similar to one they had rejected. We knew, from talking with many of these young people, that they were interested in breaking out of their environment, that they had a culture of their own,

and that many of these young people were highly motivated. Thus, the issue became one of capitalizing on this motivation by creating a meaningful learning experience, one that would lead to successfully meeting the academic standards required by the College and which would ultimately lead to the completion of an Associate Degree program.

The program developed to meet this need involves team teaching, an interdisciplinary approach to subject-matter through topics of interest to students and a flexible time schedule for student completion of the program.

The subject-matter material to be covered, not by lecture but by discussion and reading, includes communication (English), sociology, psychology, environmental science and mathematics. Topical headings include : Man as a Problem Solver, Man and His Environment, Man as a Social Being, Man as a Political Being, Man as an Economic Being, Man as an Ethical Being. The students decide on the problem they wish to attack under each of these topics. Discussion then begins with the team who not only provides resource information, but gives leadership to discussion. Various members of the team do occasionally lecture when students request clarification of concepts. This program is open-ended in that a student may leave at the end of the first or second semester and join the regular college program after the instructional team has approved his transfer. The student, upon completion of this phase, receives credit equivalent to one semester in a regular program.

After three years of experience in this program, we have found the following :

1. The number of students successfully completing two or more years of higher education is 34 percent higher than students in straight remedial programs.

2. Students become self-motivated and go the the reading laboratory or attend workshops in grammar because they want to read faster, attain a higher level of comprehension and present their thoughts more effectively in the written form

3. They are more incisive in their questioning than the regular student.

4. We were unable to successfully integrate the math program and are now offering the mathematics version separately rather than making it part of the integrated curriculum.

5. This approach is very demanding on the teacher.

Admittedly, this is a very brief presentation but, hopefully, the reader can reach some understanding of my meaning of a problem-oriented curriculum using the inductive method of teaching.

I fully realize, however, that finding teachers who can organize and implement this kind of approach to education for this segment of the population, is difficult even in a country where there is no shortage of teachers.

Types of Program Effective in a Community College

Before ennumerating the kinds of programs which are found in a two year comprehensive Community College, I would like to make a recommendation concerning the organization of such programs. It seems imperative to me that courses will have to be assigned credit based on a relationship of time to subject matter to instructional hours. Utilization of the academic year with examinations at the end of one year will not provide the flexibility needed to meet the needs of individuals served by a Community College. It must be expected that many students will seek an associate degree by taking courses, one or two at a time. The scheduling must be flexible to meet the needs of various groups within the community. It might well be that individuals involved in agriculture will find it possible to go to school full time for one or two months during the year. The balance of their program and/or courses would have to be taken on a limited basis throughout the rest of the academic year. The development of a semester system of approximately fifteen weeks with an additional week for examinations should be the first step. The assignment of credit could then follow a pattern of credit for each fifteen lecture hours devoted to subject matter within this framework. For example, courses carrying forty-five lecture hours per semester would receive three credits. Laboratory credits would have to be allocated on the basis of concentration and depth of the material covered. Normal patterns allocate one credit for each two, three or four hours spent in the laboratory depending of the aforementioned criteria. This type of system is designed to permit the student to have a broader selection of courses, to permit flexible scheduling of courses and to allow part time students the opportunity of completing a program organized as a complete curriculum. This approach also permits the adult student who is not necessarily interested in a degree to participate in the educational program by selecting courses that are beneficial to him either as an individual or as an employee.

The types of programs most commonly found in a Comprehensive Community College can be summarized in the following categories :

1. Degree

The pattern most commonly in use is to offer an associate degree upon the successful completion of two years of college-level in an organized curriculum. Normally the program implies that the number of courses taken within a curriculum framework would equal one-half of the number required by a university to complete a bachelor's degree. This rule applies basically to programs designed for students wishing to transfer to a senior educational institution.

There are normally two associate degrees offered : one in arts and one in science. Some institutions and countries wish to further delineate levels of academic differences and do this by offering a third degree : an associate degree in applied science.

Perhaps a word of explanation is in order at this point concerning the term associate degree.

The question of the status of the associate degree has already been raised and I am sure will be the subject of continued discussion. This degree is a bona fide degree attained through respectable academic endeavour. It is a degree that satisfies those individuals who do not wish to attain a bachelor's degree. Two-year institutions offering quality educational programs will negate the feeling often prevalent in the academic community that such a degree does not carry academic respectability. One must not generalize and place all two-year programs in the same category. The degree program is a degree program because it maintains a high level of academic excellence and because it mandates an organized curriculum.

This same problem confronted the Community Colleges in the United States during their infancy. Today, however, many employers will only employ individuals if they have successfully completed the associate degree. Senior institutions (colleges and universities) generally require that a student complete his associate degree program at the Community College prior to transfer. The question of the status and acceptability of the associate degree in the United States is rarely the subject of discussion as the quality of the program and the success of the students have resulted in a positive image and feeling for the associate degree. It has academic status.

The associate in arts degree implies the completion of a traditional liberal arts program including subject-matter in mathematics, science, language, literature, history etc.

The associate in science degree normally implies the completion of a technical program, which must include liberal or general courses that comprise at least thirty-five percent of the total curriculum. This program is designed to prepare students for specific employment.

The associate in applied science degree also prepares students for immediate employment. The basic difference between this degree and the associate in science are the inclusion of more skills and technical subjects in the curriculum and cutting down the liberal-general education requirements to twenty-five to thirty percent of the total curriculum.

While it is important to the national goals of the country to provide individuals with technical expertise, it is equally important that these individuals know how to communicate effectively, have an understanding of regional and national goals, know how to interact with other individuals, and in general, have the ability to act intelligently in fulfilling their obligations as citizens of Israel.

Thus the reason for requiring general or liberal courses as part of a technical curriculum. The term "general" or "liberal" refers to the concept of a liberal arts program. Certain concepts found in subjects included in a liberal arts curriculum should be included in an associate degree curriculum. For example, it is important that the individual know the English language. It is important that the individual participate in the phase of psychology that relates to human relations. It is important that the individual understand the concepts of sociology as they apply to societal problems. And, of course, mathematics generally are needed as a component part of a technical program.

These degreee programs are open to qualified recent high school graduates and qualified adults. The offering of the degree program should not be confined only to a 9 A. M. to 5 P. M. schedule. While this schedule will meet the needs of some of the population, it will not meet the needs of the working adult. A suggested program of courses leading to an associate degree may cover a period of five years if the adult can only attend classes after work. Courses should be offered at time periods that correspond with the adult needs whether they be at 7 A. M. or 7 P. M.

Qualifications for admissions to the associate degree program should not necessarily compare with those currently used by the colleges and universities in Israel.

2. Adult Education or Special Programs

The programs in this category are organized into curricula of varying lengths and are normally less than college level. They are designed to fulfill educational needs of both the community and the student. Such programs, however, do have a specific goal that if successfully reached, requires the mastery of an extensive body of knowledge and may vary in length from one to two years. Such programs could include a pre-academic year, basic education, skill building programs, etc. Such programs generally carry a twenty percent general (liberal) education requirement.

3. Licensure Programs

These programs may or not carry college credit, depending upon the academic organization and content of the curriculum. Generally speaking, the specific educational requirements have been established by a governmental agency. It is advisable that all such programs be coordinated at regional or Community College Centre.

4. Community Service

These programs consist of one or more courses, workshops or seminars designed to fulfill specific needs. The range will vary from recreational type courses to sophisticated management level courses. Many courses will be refresher in nature while others will be designed as a vehicle to inform individuals of new knowledge and techniques related to their field. Courses may be designed to train and retrain indivicuals at the semi and skilled level.

Alternatives to the Development of a Regional Community College.

There are always alternatives and adaptations to any proposal. I will briefly comment on a few that have been discussed during my stay in Israel.

1. Private Colleges and Technical Institutes.

There certainly is no need to discourage private enterprise in the field of education. There must however be some safeguards established to assure that the individual is getting some satisfaction for his educational

investment. It must be expected that the education offered by private technical institutes will be narrow and relate mainly to skill and technical areas.

The private comprehensive college will probably appear only in the cities. Such institutions will initially use the existing private high school, as a base on which to build a post secondary program. Such an institution should be considered and included in the planning of a Community College system.

There are some disadvantages to these institutions although such disadvantages are not always negative in an educational sense.

a. The cost of education to the individual is high and therefore a limiting factor. Only those from the wealthier segment of the population can afford to attend.

b. The location of such institutions will take place only in areas where there is a high density of population. It has been suggested that those institutions that make money should be compelled by the government to establish branches in regions of low density population. This is not a good approach to the problem and in my judgement a poor and unworkable solution. If the quality of education is to be maintained, such quality cannot be offered totally on a self-supporting basis. External funds must be sought and the most likely source will be government funds. On the other hand, if a technical institute, because of its narrow offerings does make money, the owners would not be interested in establishing schools that would cause them to lose money.

c. As previously indicated the curriculum in the private technical programs is most generally very narrow. While this in itself may be sufficient to produce individuals with certain skills, the national goals must demand more.

d. I am suggesting that while the private comprehensive Community College has a place in the total development of a system, the role these institutions play will be limited and selective. While they should be considered in the development of the overall program for the nation, they should not be looked to as the means of meeting the total education needs of the country.

2. University Branch Campus Approach.

I have been asked several times why a university branch campus could not meet the education needs of the region. While I know of several places where this model has been tried, I know of nor real successes. The University simply stated, has larger goals to meet, must be involved in research as well as teaching and the governance is such that the academic structure is rigid and generally not flexible enough to meet regional needs.

The following are a few of the reasons why this regional institution must be an independent educational structure and not a branch of a college or university.

a. The curricula of a branch campus tends to be academic and patterned rather closely after lower-division curricula on the main campus. Thus the two-year branch does not provide as many options or serve as many types of students as does a comprehensive Community College.

b. The two year branch campus is likely to require the same admission standard as the parent university.

c. The two year branch campus is rarely interested in the needs of the region. Even if they were, they do not have the flexibility needed to provide the programs to meet those needs.

d. The two year branch campus tends to be more rigid in scheduling and less interested in providing time schedules to meet student needs.

e. The purpose and function of a university differs greatly from that of a Community College. The philosophical difference is so great that rarely does the university professor and administrator take the time, nor does he have the inclination to truly develop an understanding of the needs of the region.

3. Correspondence Programs.

Several individuals with whom I have had conversations believe that most of the post secondary needs, particularly in the outer regions can be met by correspondence courses. These individuals also have in mind the possibility of providing educational opportunities for the full-time soldier through a correspondence program.

I have to reject this suggestion as, in my judgement, it will fail to meet the post secondary needs of Israel. My reasons are as follows :

a. Israel is a small country with a good system of transportation. People will be able to get to regional centres.

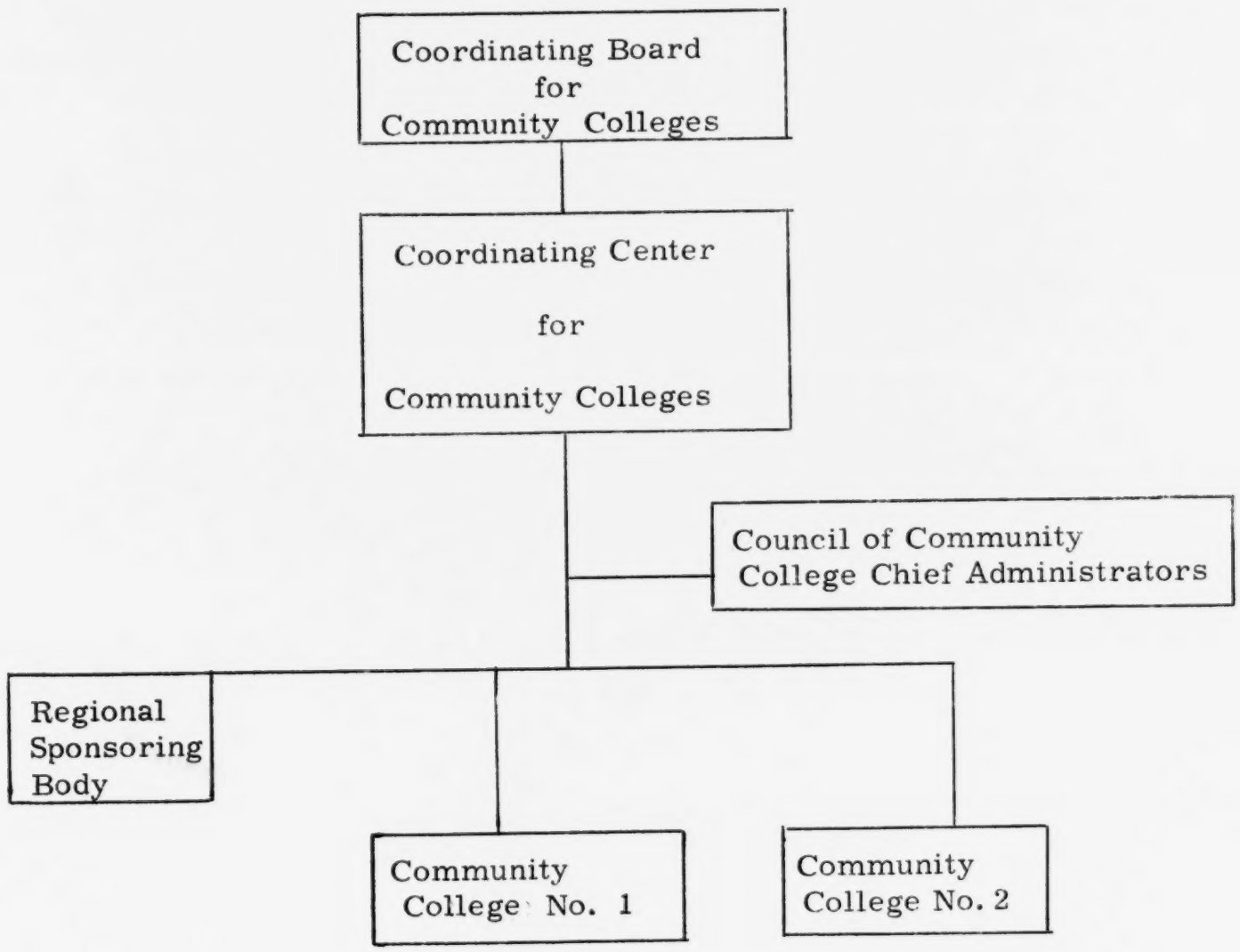
b. Correspondence courses are limited in what they prepare an individual for. Much of post secondary education requires laboratory experiences. Since these experiences must be provided, the facilities and programs can be comprehensive with little additional cost. Classroom experiences with a good teacher are still the most effective way to educate.

c. The development and implementation of correspondence programs is an expensive undertaking - much more expensive than those with whom I talked realize. A nation with limited resources should not divert funds to a program that can only partially meet the needs of the people.

d. There may be some validity in such a proposal for the military. I do not feel qualified to make a recommendation on this matter. I will only present the idea that a regional institution may be able to serve many of the military bases by offering such courses on the base. For those bases in isolated areas it might be less costly to send a teacher to the base.

A Suggested Model for a Community College System

The effective development of any new system or approach to filling an educational need requires coordination, vision and viable representation. Such a system must meet not only the regional goals but national goals as well. The model I am suggesting is so designed :


Coordinating Board for Community Colleges
Coordinating Center for Community Colleges
Council of Community College Chief Administrators
Regional Sponsoring Body
Community College No. 1
Community College No. 2

Coordinating Board

A. Purpose

1. To define broad philosophical policies.
2. To evaluate and project broad national educational and training needs.
3. To establish regions.
4. To provide leadership in eliminating duplication of educational efforts and facilities within regions.
5. To provide a system of accreditation.
6. To provide staff for the coordinating center.

B. Composition of the Coordinating Board.

The Board should be limited to no more than fifteen members and could include representation from the following organisations and interests :

1. The Union of Kibbutz Federation.
2. The Moshav Federation (Tnuat Hamoshavim)
3. Ministry of Education.
4. Ministry of Labour
5. Academic Community (Higher Education)
6. Union of District Councils.
7. Histadrut.
8. Public Health
9. Public Welfare
10. Manufacturers' Association.
11. Regional representation from development towns (2)
12. Regional representation from Kibbutz (2)
13. Other.

Coordinating Center

A. Purpose

1. To fulfill the function of a resource center for the system. Such a center would provide expertise in curriculum development, student personnel and research, planning, purchasing etc.

2. To assist in the development of broad policies applying to a system of Community Colleges.

3. To receive initial request from organizations and agencies related to educational, technical and licensing programs needed by such agency. Also to ascertain national needs as they relate to the number of individuals needed to meet national needs.

B. Composition of Coordinating Center.

1. Chief Administrator.
2. Curriculum experts (Minimum of two - one for vocational -technical programs and one for liberal education program).
3. Student personnel - counselling expert.
4. Research experts - with emphasis on student statistics and follow-up studies.
5. Facilities planning expert.

Countil of Community College Chief Administrators.

A. Purpose

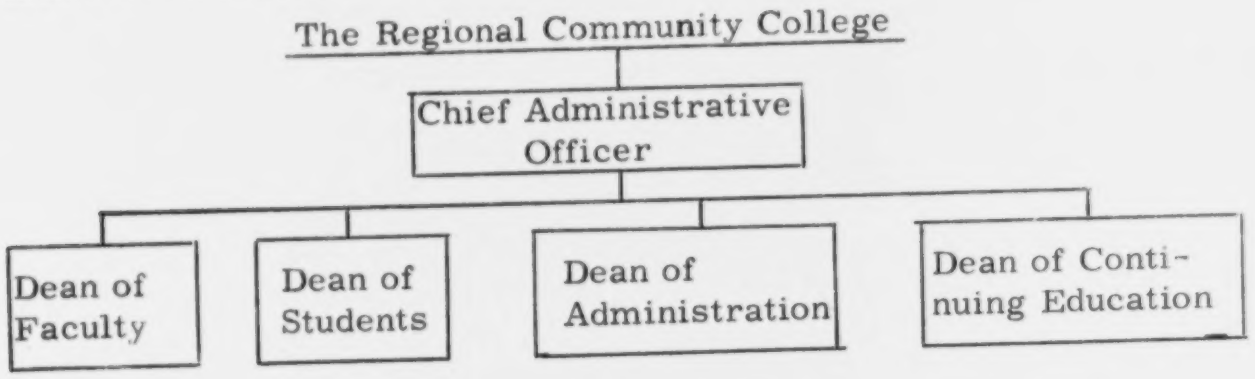
1. To meet periodically, to discuss common problems.
2. To recommend broad policy to the coordinating board.
3. To cooperatively establish a priority of needs as they relate to the function of the Coordinating Center.
4. To exchange information concerning experimental programs.

Regional Sponsoring Agency

A. Purpose

To advise the chief administrator of the Community College on building, financing and overall community educational needs.

Insitutional Model



The titles assigned to the functional chart may not be appropriate or fit within the present educational framework. The functions are however critical to the total operation.

1. Chief Administrator.

   a. Has overall responsibility for the institution.

   b. Works with Advisory Board, Coordinating Center and other related agencies.

2. Dean of Faculty.

   Responsible for the curricula and all professional personnel.

3. Dean of Administration.

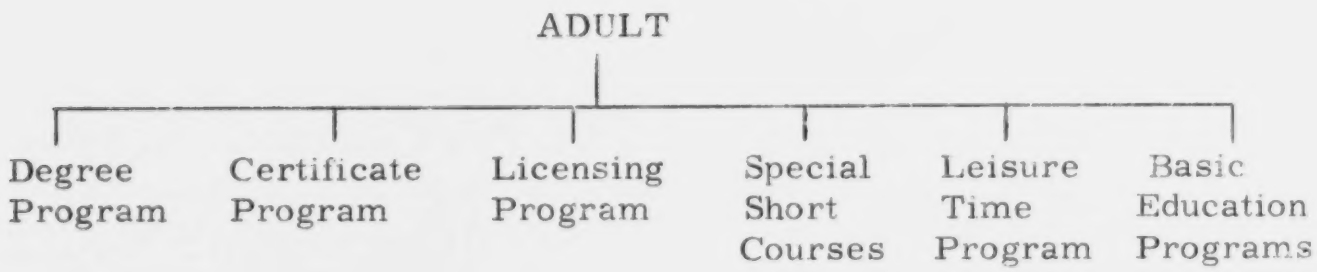
   Responsible for budget, purchasing, building and grounds and non-professional personnel.

4. Dean of Students.

   Responsible for student welfare, counselling and guidance, admission etc.

5. Dean of Continuing Education.

   Responsible for meeting the adult needs of the region as indicated below.



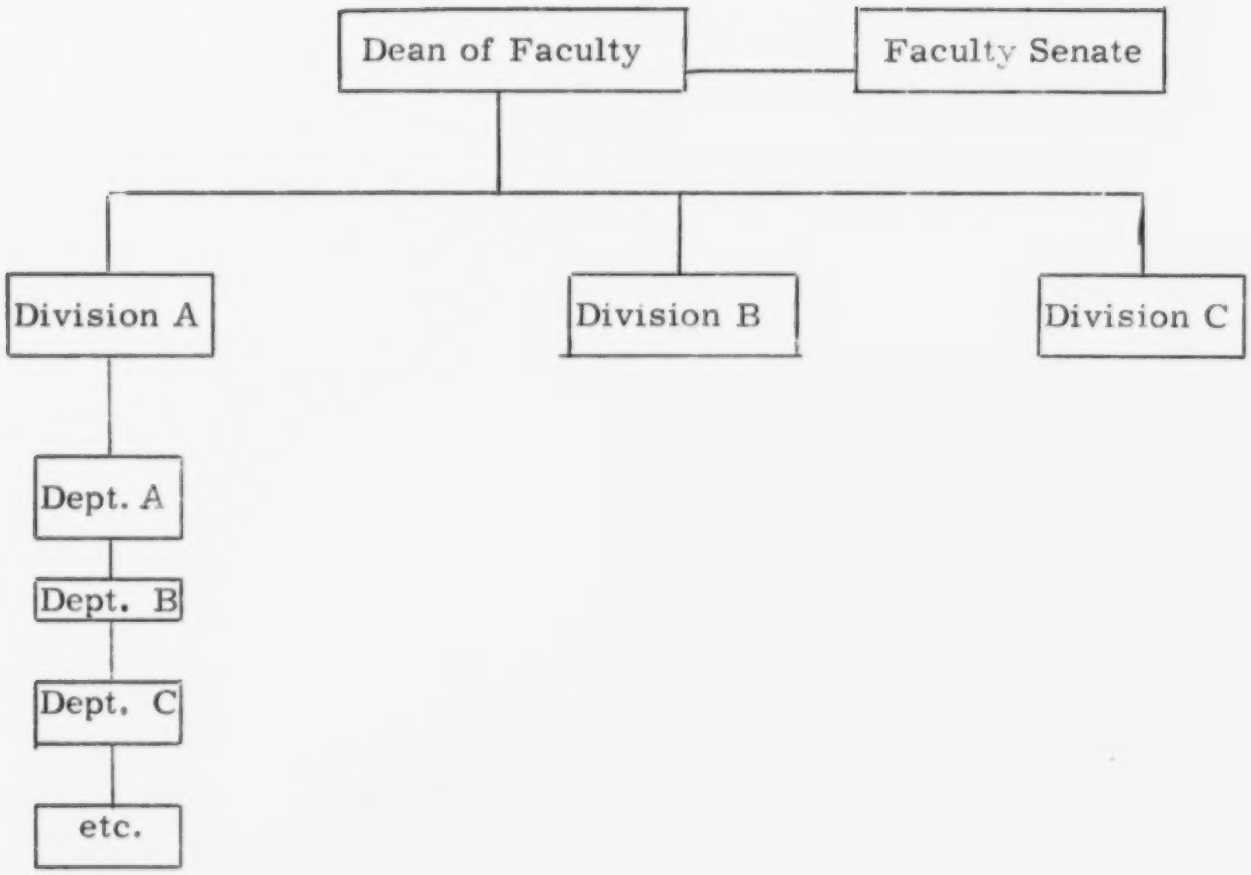
Academic Organization

I am recommending a model that provides for a Divisional-Departmental format rather than a moder organized by faculties. The basic reason for such a model relates to the diversity of programs offered by a comprehensive two year institution. I strongly believe that it is vital to the overall success of the operation that all phases of the curriculum be administratively integrated. The technical programs should not be administratively separated from the more academically

oriented programs. This apporach places faculty and students participating in the academic and technical programs on an equal basis, thus emphasising that each program is of equal importance. The model will depend on the size of the institution, the number of courses and programs offered. A small institution, at least in the initial stages of development may not need to implement a divisional structure. However, as the size of the institution increases, such a model provides the Dean of Faculty with necessary administrative support. For example, some institutional models include a Dean of the Academic program and a Dean of the Technical programs. This model tends to separate the functions of the institution into two parts and often leads to conflict and the development of a status differential between the two programs. As previously indicated, the fulfillment of the transfer and technical educational needs are of equal importance within the framework of a comprehensive community college. Any model used should be so constructed as to minimize these conflicts.

It has been suggested that the role of faculty governance in Israel institutions of higher education differ from that of faculties in other countries, especially in the United States. While this may be true, I saw no evidence to indicate any great difference. I would suggest however, that the role of the president or chief administrator of a community college may differ markedly from that of his counterpart at a college or university, who must fulfill the difficult task of finding funds for rapidly expanding programs, faculties and students. The president of a community college, because it is designed to serve a region, must spend a great amount of time working with the leaders of that region in determining regional needs. He then must work with the faculty in designing programs to fulfill those needs.

This is not to say that the faculty does not play a vital role in governance. The model should include either a faculty senate or appropriate faculty committees who advise the Dean on matters relating to the academic programs and overall college governance. Such a model might look like the following:



As an example, the Science Division might include departments of natural science, physical science, health sciences, agricultural science, and any other curriculum with a heavy orientation in Science. The social Science Division could include a department of behavioral science, history, political science and curriculums with a heavy social science orientation such as a two-year program for social service assistants.

Summary

The sooner the nation of Israel develops a comprehensive plan for post-secondary education, other than at the university level, the more effective and economical will be the implementation. The need is self evident, and many agencies and organizations both public and private are attempting to meet this need. Little, if any coordination is evident, thus duplication of efforts and resources is growing. This uncoordinated system of growth will ultimately result in a most expensive use of national resources, both human and economic.

The development of regional educational centers is strongly recommended. The comprehensive Community College concept is one that will meet these needs. This type of educational institution is so designed to meet this great variety of needs. If the location of these institutions is organized to meet regional needs both in the cities as well as the rural areas the duplication of resources and the proliferation of programs should soon cease.

The critical need at this time is for college level programs for adults. Such programs will have to be organized on a part time basis and should be open ended so as to provide adults with further educational opportunities.

It will soon be necessary to provide alternate programs for the full time student who because of their number cannot be accepted by the university. Also programs should be provided for the full time student who for one reason or another fails to meet university admission standards.

Emphasis in curricula development should be in the technical field as the development of technicians is vital to the national needs.

Critical to the success of this program is the need to educate more qualified teachers. This is a task which the universities should approach with a sense of urgency. The educational program developed for a teacher in a Community College should be more general and somewhat less rigid than the one presently used to educate teachers.

Also of critical importance to the success of this program is accreditation and the need to provide academically qualified students with an opportunity to transfer to a Senior College or University with advanced standing. I believe that ultimately this opportunity will be provided. The implementation of a Community College system should begin as soon as possible. Implementation should not wait for the guarantee of accreditation or the smooth transition of qualified students to Senior Institutions. The need for a coordinational system of post-secondary education is far too great to wait for a solution to all technical and philosophical problems related only to one segment of the students to be served.